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ABSTRACT

This document is an outline for a community college course designed to provide Chicano students with an opportunity to meet in a relatively unstructured atmosphere for the purpose of developing an increased awareness of self and feelings and to examine how these affect behavior. The course primarily utilizes discussion, focusing on such topics as Chicano awareness, sex roles in Mexican American culture, self-concept, interrelating, and values clarification. Objectives, teacher qualifications, and course activities are listed in the outline. A short bibliography is attached. (JDS)

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COUNSELING & GUIDANCE
(CG-3)
PERSONAL DEVELOPMENT FOR CHICANOS
Project Mexico
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PERSONAL DEVELOPMENT FOR CHICANOS

Much of California, particularly Los Angeles, was first settled by people who came north from Mexico. There are more people of Mexican descent in the Los Angeles area than in any other city in the world with two exceptions, Mexico City and Monterrey, Mexico (1:703). There are two million Mexican Americans in California, or ten percent of the population. However, 33 percent of the school dropouts today are of Mexican American descent (5:65).

In March of 1969, several Mexican American students participated in a series of peaceful, but widely publicized, walk-outs from their high schools in East Los Angeles (5:58). These demonstrations had taken place because of the increased desire for the young Mexican Americans to get an equitable education. The philosophy, objectives, and purposes of the schools have been to perpetuate the values of the Anglo-Saxon community (5:34).

The Mexican American activists are aware of what the American educational system has done for the bilingual and bicultural Mexican American. They know that in California he lags nearly four years behind the Anglo and two behind the Negro in scholastic achievement (5:57).

In 1969 Mexican Americans were taking a stern look at the educational systems throughout the State of California. They wanted to be accepted members of the larger society, but they did not want to give up their heritage (9:138). These are efforts of an active Chicano minority announcing their unwillingness to continue accepting indignity and frustration without fighting back. They communicated their desperation through violent acts because of the unresponsiveness of social institutions to their needs for survival (8:XVII).

Teachers and administrators may better utilize the information from the areas of Chicano awareness and basic learning skills as they relate to each other in order to provide a more meaningful educational experiences for that segment of the population.

Upon entering a new educational environment Chicano students should feel comfortable and relaxed to increase their potential staying power in the community colleges. Then, a comfortable setting with self-identity courses may provide an important step ladder to education.

The following are two course outlines for possible implementation at the community colleges. The main purpose for these courses is to fill the gap with identity and learning skills for the new Chicano students so they may equitably compete in the typical college setting.

COUNSELING AND GUIDANCE
PERSONAL DEVELOPMENT FOR CHICANOS
(First Nine Weeks)

1. COURSE DESCRIPTION (CG-3, 1 unit, 2 hours)

This course is designed to provide Chicano students with an opportunity to meet in a relatively unstructured atmosphere for the purpose of developing an increased awareness of himself and his feelings and how these affect his behavior.

Students will explore various concerns with what is in ourselves that hinders or facilitates learning and how one can become a more effective individual. Discussion will focus on such topics as: Chicano/Chicano awareness, machismo, self-concept, interrelating and value clarification.

II. OBJECTIVES

A. To assist the student in learning about himself and what prevents him from achieving academic and economic success.

B. To assist the student by self exploration to identify individual needs, conflicts, value clarification and priorities.

C. To assist the student in formulating personal and academic goals in the more dominant society.

D. To assist the student to become aware of his family background.

E. To assist the student to become aware of male roles, female roles, and social roles as they relate to the Mexican American culture.

F. To assist the student in developing sensitivity to the needs of others.

G. To assist the student in accepting personal responsibility.

H. To assist the student in experiencing newness and change.

III. DESCRIPTION OF CONTENT

A. Family Structure (1st and 2nd week). The interrelationships and roles of all members in the Mexican American family.

1. Father's role

a. Provider
b. Man's work
c. Masculine role
d. Decision maker
e. Protect the family and friends
f. Man of principle -loyal
g. Father image is practically absent
h. Child grows fatherless
i. Father drinks or is with another woman

2. Mother's role

a. Homemaker
b. Child bearer
c. Raise children
d. Discipline

e. Educate
f. Passive - submissive
g. Sweet - self-denying
h. Can only be a mother
i. Daughter that leaves home is looked down upon
j. Daughter who indicates suffering with child is taken in
k. It is honorable to be a mother
l. Mother image is that of the boss

3. Sibling

a. Sisters help mother and work around the house
b. Brother does the heavy work
c. Brothers protect sisters, brothers, and parents
d. Sisters care for brothers, sisters, and parents.

B. Machismo (3rd and 4th weeks). The male Mexican superiority complex individual who is culturally obsessed with a role which sometimes creates problems in a different cultural setting.

Male - Chicano Psychology

a. Acts in an authoritarian way
b. Places women as sexual objects
c. He is alone - isolated
d. Deals with so-called friends to show off
e. World has abused him--must take it out on someone
f. Seldom moved--emotions, crying, sad, feeling, insecure Cannot say it with words
g. Courting--acts that show love

C. Personal and Individual Change and Growth (5th and 6th weeks). Increase self acceptance and to increase student skills in expressing acceptance of others and their values.

1. Education Awareness

a. Courses/training values
b. Procedures to obtain goals
c. Repercussions with culture

2. Social/Personal Growth

a. The changing Chicano
b. Economic survival
c. Repercussions with culture, family, and friends

D. Self-Concept (7th and 8th weeks). Perception of the student in relation to himself and his culture as well as his position in the social setting. The student must be able to perceive the social, political, and economic realities of the world and determine where he fits toward creative and productive efforts.

1. Various types of Latinos

   a. Vato loco
   b. Tj - National
   c. Social - Involve
   d. Uninvolved Mexican American - does not relate with any group
   e. Involved with Mecha but no school identification
   f. Latinos - Argentina, Peru, Panama, etc.

2. Minority expectations in United States

3. Majority expectations in United States

4. Majority expectations of Minorities in United States

5. Self-defeating attitudes

E. Interpersonal Relations (9th week). Students have the experiences of participating in verbal and nonverbal communication for more effective contact and experiencing positive and negative effects on the group process. He shall increase the ability to relate effectively to other human beings.

1. Communication

   a. Interpersonal
   b. Chicano nonverbal
   c. Tone of voice

2. Body language

3. Cultural values

4. Unconscious cultural clashes

IV. GROUP EXPERIENCE

As a result of group experiences, successful students will be able to:

A. Demonstrate a marked improvement of self-concept by striving more effectively for the accomplishment of personal goals.

B. Demonstrate an increased openness by being more receptive to the ideas of others, by being less defensive when dealing with others, by an increased willingness to explore and share oneself with others and by resolving differences more effectively.

C. Demonstrate a higher regard for self by an increasingly supportive behavior toward others.

D. Demonstrate an increased awareness of self by indicating a willingness to explore potential and by making life-supporting decisions.

E. Demonstrate a knowledge of their own values and the influence they have as shapers of behavior by coping more effectively with the problems of daily living.

V. TEACHER REQUIREMENTS

A. The group facilitator should have the proper academic training in group leadership and counseling.

B. The group facilitator must be bilingual, speaking Spanish and English, for optimum communication. Bilingualism allows group members to work through an impasse by permitting students to revert to their primary language. Furthermore, it broadens the availability of emotional responses from group members, as the counselor encourages them to use either language in expressing feelings.

C. The group facilitator must be bicultural, having undergone Chicano experiences and being aware of the dynamics of those experiences. Biculturalism is necessary for a complete understanding of Chicano perspectives and languages in a cultural context. It also leads to greater insight into the clients' frame of reference, the facilitation of counseling processes, and the establishment of rapport, empathy, and trust.

VI. ACTIVITIES

TECHNIQUES	PURPOSE
Una Palabra. (A word) A technique to provide a vehicle through which group members can deal with positive and negative feelings associated with the speaking of Spanish. The group facilitator models by verbalizing a word or phrase in Spanish and revealing feelings associated with speaking Spanish. The group members are given an opportunity to provide feedback, express their emotional reactions, and point out action alternatives. Each member is then given a turn to repeat the modeled procedure. The use of this catalyst has resulted in group members expressing greater group cohesion, increased feelings of acceptance, and alternatives for future action	Spanish is the native language of the Chicano community, and the speaking of Spanish is an emotionally-loaded issue. Chicanos either are able to speak Spanish fluently and consider it a strength; are able to speak Spanish but feel embarrassed and ashamed to do so; were once able to speak Spanish but no longer can; or are unable to speak Spanish. The members in the last three categories have expressed in a group setting, feeling of inadequacy, rejection, hurt, and nonacceptance for not speaking Spanish.

Above information reference: (6:462-465)

Reclaim Your Nombre. In this procedure group members are offered the opportunity to state their real names and pronounce them correctly. They can also express and deal with feelings related to their names.	The purpose is to increase acceptance of self, identity, and ethnicity. This interaction technique is especially meaningful for those group members whose real names have been changed or mispronounced by others; Marco, Marta, Francisco and Enrique, for example, became Martie, Frankie and Hank.
Color. The facilitator can introduce the issue skin color by sharing with the group his feelings about his own skin color and then asking each group member to do likewise. Members focus on skin color gradations and on feelings associated with skin color. The use of skin color as a group catalyst has resulted in group members expressing not only positive feelings regarding skin color but also negative ones. Many due to painful emotional experiences they have undergone because of the color of their skin.	American society has perpetuated the belief that "white is right" at the expense of people with different skin colors--brown, black, red, and yellow. (Bunton and Weissback, 1974; Cota-Robles de Suarez 1971). In light of this fact, skin color is both a significant and a complex issue for Chicanos.
Journey to Aztlan. This catalyst is a guided fantasy that allows group members to use their imagination, spontaneity, and creativity. It generates much information about values and beliefs and may result meaningful experiences. The group facilitator begins by briefly explaining Aztlan. Group members are asked to close their eyes and imagine climbing a steep, rugged, massive mountain and overlooking the valley of Aztlan. Members will share what they saw and felt.	Aztlan has traditionally been defined in geographic-historical terms; it is the southwestern U.S. and northern Mexico area, in which the Aztecs are said to have originated. Currently the term has philosophical, socio-psychological, and political connotations. Primarily in the sense of self-determination.

Above information reference: (6:462-465)

Three Assets. The facilitator begins by presenting his three best assets. Students follow his example. It becomes O.K. in the group to talk about oneself in a positive sense.	The purpose is to accentuate the positive aspects of each individual and to create a good feeling at self and the group.

Inner & Outer Circle. Two groups in a circle. The outside group observes group and individuals in the inside group without comment while inner group discusses an issue or attitude.	The purpose is to learn to observe and notice body language, nonverbal cues, pitch, tone and inflection of voices. Students then deal with their feelings.
Stroking. The facilitator will stroke individuals in the group as a routine process. Each person has the ability to give or receive strokes.	The purpose is for all individuals to experience the good feelings involving compliments.
Experiences. The facilitator will tell three life experiences which made an impact on his life. Students will follow the example.	The purpose is for the group to gain an appreciation for each other's feelings, attitudes and values.
Reincarnation. The facilitator will tell what he would like to come back as, if he were reincarnated.	The purpose is to allow people to fantasize individual feelings and aspirations.
Animal. The facilitator tells the qualities of an animal he would like to possess.	The purpose is to evaluate weakness and strengths in a variety of qualities.

VII. METHODS OF EVALUATION

A. Results of pre/post testing

B. Student self-evaluation

C. Individual conferences

D. Oral class participation

VIII. GUIDELINES IN GROUP COUNSELING FOR PERSONAL AWARENESS

A. What is group counseling?

Group counseling can mean many things to many people, but it provides an opportunity to:

1. Talk about common concerns or problems

2. Express your feelings in a small group openly and honestly

3. Help you to understand how you are seen by others

B. What can I gain by being in a group?

1. You may come to understand others in the group more clearly

2. This understanding of others can help you to see and evaluate yourself more clearly

3. You may gain an understanding of your strengths and benefit from these

4. It gives you a place to express yourself and your true feelings with more security

5. You may find you have concerns similar to others in the group and realize that you are not alone

C. What will be expected of me?

Some of the things the group would expect of you would be:

1. To be there on time

2. To be honest

3. To be willing to listen to the others

4. To be willing to talk about things that concern you

5. To show respect of the others in the group by keeping discussion and confidences of the group within the group

6. To keep a weekly journal of thoughts and feelings

D. Guidelines for group discussion.

1. "Here and now" feelings and thoughts are our primary concern

2. Keep social conversation to a minimum

3. No gossiping about absent people--husband, child, teacher, friend, etc.

4. Try to reword questions as statements. Ask no "Why?" questions

5. There is no obligation to talk or to respond

6. Confidences of the group stay in the group

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